

Accessibility plan

St Peter's Catholic Primary School



"We hold the keys to the future"

Approved by:	Lucy Fleming	Date: 19.02.24
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At St Peter's Catholic Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. St Peter's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equality Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 To comply with Children and Family Act 2014	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents – increasing forms of communication.	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel.	Ongoing Annual Asthma / Epi Pen Training	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy • Use of Top up funding to provide 1: 1 support provision 	Ongoing	Teachers SENCO Special School Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system. Regular liaison with parents.	Termly	Class teachers SENCO Designated Governor	Progress made towards IEP targets Individual Support Plans show clear steps and progress made
To monitor attainment of Able, G & T pupils	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Able G&T coordinator Class teachers Designated Governor	Able G&T children making proportionate progress. Achieving above average results
To promote the involvement of disabled students in classroom discussions/activities. To take account of variety of learning styles when teaching.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. • Language assessment work and intervention programs. 	Ongoing	Whole school approach	Variety of learning styles and multi- sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	(see above)	Annually	SLT Core curriculum coordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. e.g. Specific Work Stations	Ongoing	HT All subject leaders	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and nonteaching staff	Lively and inviting environment maintained.

	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access / support plans for individual disabled children as part of SEN graduated approach. • Undertake confidential survey of staff 	SEN cycle	Teaching and nonteaching staff	Enabling needs to be met where possible.
		<p>and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <ul style="list-style-type: none"> • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. • Child centered review process. 			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Medical Management Training Administering Medication Training First Aid / paediatric training	Ongoing	Head Teacher SBM Occupational health	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Targets	Strategies	Timescale	Responsibilities	Success Criteria

MEDIUM TERM	To improve community links	School to continue to have strong links with Cardinal Hume / other secondary schools and share information for transition. COL4 links and planned transitions through Head Teachers Cluster Meeting.	Ongoing	SLT SENCO All staff	Improved awareness of disabilities/the wider community of Low Fell and the world and their needs Improved community cohesion.
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Aim 3: To improve the delivery of information to disabled pupils and parents.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Hold 3 x review meetings each year with parents by SENCO / Class Teacher.	Regular communication with parents Chasing up non-attenders regularly.	Ongoing	SENCO SLT	Two way communication in place.
	Parents access via email / newsletter / school phone system / Questionnaires	Added onto meeting agenda. School newsletter with information for feedback.	Ongoing	All staff to be aware	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access / support plans for individual disabled children as part of SEN graduated approach. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. • Child centered review process. 	SEN cycle	Teaching and nonteaching staff	Enabling needs to be met where possible.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria

MEDIUM TERM	To manage transition between KS1 and KS2	<p>Information collected about new children.</p> <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings. Annual reviews 	Annually	<p>Class teachers</p> <p>SENCOs</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p>	Each teacher/staff member aware of disabilities of children in their classes
		<ul style="list-style-type: none"> SEN meetings Medical forms updated annually for all children / Asthma Plans Personal health plans Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom / shared information with Kitchen based on needs. 			
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary between KS1 and KS2.	Record keeping system to be reviewed. - Engage Provision map / share electronic information sharing.	Continual review and improvement	Assessment Coordinator/SLT	Effective communication of information about disabilities throughout school.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the head teacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

